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ABSTRACT

Research has shown that the cooperating teacher plays the most vital role in the development of a student teacher. Accordingly, the Division of Field Services of the College of Education at the University of Hawaii has formed a partnership with the Hawaii State Department of Education, the National Education Association, the Hawaii State Teachers Association (teachers' union), and the University of Hawaii Professional Assembly (faculty union) to create a comprehensive program for improving the teaching and supervisory skills of cooperating teachers. The major components of the program include: (1) faculty retreats; (2) a cooperating teachers advisory committee; (3) stipends for cooperating teachers and observation participation host teachers; (4) a cooperating teacher orientation conference; (5) a cooperating teachers handbook; (6) supervision courses for cooperating teachers and host teachers; (7) workshops sponsored by the Association of Teacher Educators of Hawaii; (8) evaluations of cooperating teachers by student teachers; (9) mid-semester cooperating teachers seminars; and (10) a needs assessment of cooperating teachers. This paper describes how the partnership was formed and explains each component of the cooperating teacher program. (JD)

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A Partnership for Enhancing the Effectiveness of Cooperating Teachers in Hawaii

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A Presentation made at the
Annual Meeting of the
Association of Teacher Educators
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Research has shown that the Cooperating Teacher plays the most vital role in the development of a Student Teacher. Accordingly, the Division of Field Services of the College of Education at the University of Hawaii has formed a partnership with the Hawaii State Department of Education, the National Education Association, the Hawaii State Teachers Association (teacher union), and the University of Hawaii Professional Assembly (faculty union) to create a comprehensive program for improving the teaching and supervisory skills of Cooperating Teachers. In addition to providing financial support for the program, the partnership creates a feeling of "community" among the many persons involved in the enterprise. The major components of the program include: 1) Faculty Retreats; 2) a Cooperating Teachers Advisory Committee; 3) Stipends for Cooperating Teachers and Observation Participation Host Teachers; 4) a Cooperating Teacher Orientation Conference; 5) a Cooperating Teachers Handbook; 6) supervision courses for Cooperating Teachers and Host Teachers; 7) workshops sponsored by the Association of Teacher Educators of Hawaii; 8) evaluations of Cooperating Teachers by Student Teachers; 9) Mid-semester Cooperating Teachers Seminars; and 10) a Needs Assessment of cooperating Teachers. This presentation describes how the partnership was formed and explains each component of the Cooperating Teacher Program.

This presentation was given at the Annual Meeting of the Association of Teacher Educators which was held from February 16-20, 1991, at the Fairmont Hotel in New Orleans, Louisiana. The Association of Teacher Educators is a professional organization devoted to the improvement of education through the improvement of teacher training. The presentation which follows was delivered by Joyce Chun, Irvin King, and Esther Shigezawa, College Coordinators from the University of Hawaii.

Advanced Organizer for the Presentation

KING: Good morning, and thank you for coming to our session. We are members of the Division of Field Services at the University of Hawaii. Our job is to plan and coordinate all practicum experiences for students in the College of Education. In addition to Student Teaching, these experiences include Observation and Participation activities for students in our foundations and methods courses. Realizing that the Cooperating Teacher is the most influential person in the development of the Student Teacher, several years ago we set out to develop a comprehensive program for enhancing the effectiveness of our Cooperating Teachers. The purpose of our presentation today is to share with you the strategies and programs we have created for Cooperating Teachers.

My name is Irv King, and joining me today are Joyce Chun and Esther Shigezawa. Not with us today is Dr. Carl Daeufer, the Director of our department. I must mention Carl because he has been the driving force behind the programs we are describing today.

We will take turns describing parts of our program, and we hope to keep it informal and free-flowing; each of us will be free to add our personal comments along the way. We have prepared a videotape which illustrates some of our activities, and we will show segments of it as we go along.

Background Information

Most of you are probably aware that Hawaii became the 50th state in 1959. It consists of seven inhabited islands: Niihau, Kauai, Oahu, Maui, Molokai, Lanai, and

Hawaii. Our population is just over one million people. One of the unusual things about Hawaii is that there are no racial majorities in Hawaii; everyone is a member of a minority group. The three of us are typical of the working conditions in Hawaii: Joyce, of Chinese ancestry, has to put up with Esther, of Japanese ancestry, and they both have to put up with me, of Caucasian ancestry. To be serious about it, we view this cultural diversity as a major strength of our state and university.

SHIGEZAWA: The College of Agriculture and Mechanic Arts of the Territory of Hawaii was founded on March 25, 1907, as an educational, non-sectarian Land Grant institution. In 1911 the name was changed to the College of Hawaii, and in 1920 the institution was officially established as the University of Hawaii. The University is governed by an 11-member Board of Regents appointed by the Governor. The University is comprised of ten separate campuses: the University of Hawaii at Manoa is the main campus, and it offers many graduate and undergraduate programs; the West Oahu campus, and the Hilo campus are four-year institutions; and there are seven community colleges.

CHUN: The College of Education is an upper division college and graduate professional school. It prepares pre-service teachers and other educational personnel; provides service to in-service teachers and other educators; develops school curricula and trial demonstrations of instructional materials and methods; and conducts basic and applied research concerning problems in education.

The College is one of 15 institutions in the nation which has formally established a working school/university partnership as part of the Goodlad Center for Educational Renewal. The College is also a member of the Holmes Group of research universities which is dedicated to upgrading and improving the quality of its teacher preparation programs.

The program for all pre-service teacher candidates approved by the College and the University Council on Teacher Education includes a strong liberal arts core, professional education courses, academic subject preparation, and student teaching.

The College of Education at the University of Hawaii has the following entrance requirements:

1) A cumulative grade point ratio of 2.75 for all college level coursework (on a four-point scale);

2) A passing score at the 70th percentile or more on each of six subtests on the California Achievement Test;

3) A demonstration of writing proficiency on a 300-word essay exam;

4) An interview with a member of the faculty is required to demonstrate oral competency, fluency, motivation, determination to become a teacher, and suitability to the profession;

5) Group leadership experience or other experiences with children or adolescents; and

6) A minimum of 55 credits of accredited college coursework must be completed prior to entering the College.

Prior to registering for student teaching (which is offered on a CREDIT/NO CREDIT basis), a student is required to:

1) be enrolled in the College of Education as a classified student;

2) have completed the required foundation and methods courses with a grade of C or better;

3) have a cumulative grade point ratio of 2.75;

4) submit a completed application form for student teaching to the Division of Field Services not later than the first of September (for the Spring semester) or the first of February (for the Fall semester);

5) receive the recommendations of the College instructors;

6) have a current tuberculin health clearance valid through the student teaching experience;

7) **have completed a successful observation and participation experience in a school setting; and**

8) be interviewed by the Division of Field Services.

KING: In the College of Education at the University of Hawaii, students can choose from a variety of degree programs. We offer: 1) a Bachelor of Education degree in both Elementary and Secondary Education; 2) a Professional Diploma (earned with 30 credits beyond the Bachelor degree); 3) seven different Master's degree, including degrees in Curriculum & Instruction, Educational Administration, Educational Foundations, Special Education, Educational Technology, Special Education, and Counselor Education; 4) a Ph.D. in Educational Psychology; and 5) a college-wide Ed.D.

Program to Enhance CT Effectiveness

Rationale for the Program

KING: Since research has shown that the Cooperating Teacher is the most influential person in the development of a student teacher, we decided to focus our efforts on the Cooperating Teacher. Our first concern was the recruitment of Cooperating Teachers; we were having difficulty getting enough teachers to serve as Cooperating Teachers. Our second concern was to improve the supervisory skills of the Cooperating Teachers.

In addressing these needs, several questions arose: HOW can we entice more qualified teachers to become Cooperating Teachers? WHAT should Cooperating Teachers know in order to do a better job with their Student Teachers? HOW can we accomplish this huge task? WHO will do it? And HOW will we pay for it? Esther will now explain the first step in we took towards answering these questions.

The Formation of the Partnership

SHIGEZAWA: The driving force behind this project was Dr. Carl Daeufer of the Division of Field Services. While on sabbatical leave in 1984, Daeufer realized that the resources he had available to him at the university were inadequate to bring about the types of changes he

envisioned for the training of Cooperating Teachers. A team effort was clearly required, and so he set out to enlist the cooperation of several other key organizations. In 1984, the Hawaii State Teachers Association (the classroom teacher union in Hawaii) and the University of Hawaii Professional Assembly (the university union) joined the Division of Field Services to form a collaborative project entitled "Working Together Toward Excellence in Teacher Education."

In 1985, Daeufer was successful in getting the National Education Association to join its two union affiliates and funded the Instruction and Professional Development (IPD) project. The objectives of the project were: 1) to provide in-service training for Cooperating Teachers; 2) to prepare and print materials to assist Cooperating Teachers with supervision; and 3) to develop a strategy for establishing a University of Hawaii Foundation In-Service Education Fund. The In-Service Education Fund would be funded by donations from various people, and, in the event that other funds expired, these funds could be used to continue the activities started by the IPD project.

To obtain relevant and useful input from teachers, and to avoid a top-down syndrome, a Cooperating Teacher Advisory Committee was established. The committee consisted of elementary teachers, secondary teachers, and several members of the Field Services faculty. The purpose of the committee was to: 1) develop criteria for the selection and certification of Cooperating Teachers; 2) review supervision courses and provide feedback to the course instructors; 3) conduct a periodic needs assessment of Cooperating Teachers; 4) make recommendations for in-service programs; and 5) assist in the planning of the Cooperating Teacher Orientation Conference, which will be discussed in a few minutes.

Daeufer wisely saw that the partnership would not be complete without the involvement and support of the Hawaii State Department of Education. Joyce will now tell us how this happened.

Joint Agreement

CHUN: In order to ensure the continuation of our in-service activities after the termination of the NEA

grant, the Hawaii State Department of Education and the Division of Field Services entered into a joint agreement whereby the Department of Education provides approximately $28,000 a year for Cooperating Teacher In-service activities.

As Esther mentioned a moment ago, at the time of the implementation of the NEA grant proposal in 1985, the Division of Field Services started a Cooperating Teacher In-Service Education Fund. The idea was to establish a back-up fund which could be used when and if other sources ran dry. Donations to the fund have come primarily from Cooperating Teachers who contribute a portion of their stipends. Thus far, approximately $20,000 has been raised from a total of about 235 donors. Donations continue to be made to the Fund.

Improvement Activities

Faculty Retreats

KING: Our faculty consists of eight persons in the tenured track, several persons on loan from other departments (such as from Physical Education or Music), and five or six lecturers (usually retired Department of Education personnel). We hold a monthly department meeting to discuss issues related to the placement, supervision, and evaluation of Student Teachers.

As we strived to improve our program, it became evident that we needed more time to plan and evaluate our improvement strategies. Therefore, once a semester we started holding all-day faculty retreats for this purpose. At these meetings we set our goals and objectives, review our budget, and evaluate our previous efforts. During this time we plan and assess the variety of activities we have developed for our Cooperating Teachers. These meetings focus upon various aspects of coordination, and we usually have an in-service component of some sort. This past week we had such a meeting and we discussed the importance or non-importance of "extra-curricular activities for Student Teachers"; we had several coordinators discuss a difficult supervision problem they had encountered; and we had a presentation on the various techniques for handling lesson planning.

A retreat is also held for the faculty members who are on the tenure track. Like the other retreat, these all-day affairs are held once a semester at a nice meeting site, usually a country club or hotel conference room. Breakfast and lunch are provided. At such meetings we discuss issues which do not directly affect our part-timers. The budget, tenure and promotion, university problems, and so on. Since half of our regular faculty are untenured, these meetings play an important role in helping the new members of our faculty adjust to the entire university system.

These retreats take time, but we are finding them to be of tremendous value in helping us define and improve our program and in building a sense of identity for our faculty. Joyce will now describe what I believe to be our most impressive program, our Cooperating Teacher Orientation Conference.

Orientation Conferences

CHUN: The cornerstone of our in-service program is a Cooperating Teachers Orientation and Refresher Education Conference held at the onset of each semester. The conference is held on a Saturday at one of the Waikiki hotels. It usually begins at 7:30 in the morning with a continental breakfast and ends with a luncheon speaker. Funding for these meetings come from the joint agreement with the Hawaii State Department of Education and our Cooperating Teacher In-service Fund.

After some preliminary remarks, the Cooperating Teachers attend a Refresher Education workshop. There are six or seven presentations from which to choose. Recent topics have included: Enhancing the Student Teacher's Questioning Skills; Classroom Observation Techniques; Using Audio/Visual Taping Tools in the Evaluation Process; Managing the Classroom; and Using a Journal to Facilitate Communication Between the Cooperating Teacher, the Student Teacher, and the College Coordinator.

Following a break, the Cooperating Teachers then meet with the College Coordinator with whom they will be working that semester. Procedures and expectations for the semester are established.

Lunch is then served. Key persons in the partnership are invited, including: politicians who serve on important legislative committees; college and university administrators; school and university union officials; Department of Education personnel; members of the State Board of Education; and members of the University's Board of Regents. The highlight of the luncheon is a speaker who addresses a topic of concern to educators in Hawaii.

Overall, the Cooperating Teacher Conferences have been very successful in building a collegial partnership between the various elements of the educational establishment in Hawaii.

Mid-semester Seminars

SHIGEZAWA: This past year we started a mid-semester seminar for Cooperating Teachers. Teachers work in isolation, and the intent was to provide additional in-service training for teachers and to afford them the opportunity of discussing their own experiences and problems with their colleagues. In the Spring of 1990 we met on a Saturday at the Honolulu Country Club for a session entitled "Partnership Schools in Hawaii." Guest speakers from both the Department of Education and the University of Hawaii explained the plans for partnership schools wherein large numbers of teachers might be trained. During the Fall 1990 semester the sessions involved techniques by which the Cooperating Teacher could obtain feedback from the Student Teacher. These seminars are funded by the Department of Education and our In-Service Education Fund.

Observation Participation Meeting

CHUN: Prior to the student teaching practicum, all students must participate in a 40-hour per semester observation-participation (OP) experience. Students in certain foundation and methods courses are assigned to a Host Teacher at a particular school, and students are required to spend at least four hours a week in that classroom.

There are two purposes of the OP program: to provide the aspiring teacher with an opportunity to observe an experienced teacher in action (that's "observation");

and to provide the aspiring teacher with an opportunity to interact with and teach students (that's "participation"). The objectives and activities of the OP program are closely related to our student teaching program. It is hoped that these activities will prepare the student for the student teaching experience.

To prepare for the OP experience, an Orientation Meeting for Host Teachers and OP Students is held on a Saturday at the beginning of each semester. The meeting provides an opportunity for a variety of activities, including:

1) meetings between college students and the Host Teachers to whom they have been assigned to clarify procedures and expectations for the semester;

2) meetings between Host Teachers and the university instructors to set goals and expectations for the OP experience;

3) presentations by Department of Education personnel or College of Education administrators to explain basic policies to the students, Host Teachers, and College Instructors; and

4) in-service presentations on topics which are useful to both the OP student and the Host Teachers.

These meetings have been very successful in bringing greater cohesiveness to our OP program.

ST Evaluations of the CT

KING: Several semesters ago we began a voluntary program in which the Student Teachers evaluate the Cooperating Teachers. The idea is to give the Cooperating Teachers feedback about the manner in which they handled the Student Teacher. If a Cooperating Teacher wishes to be evaluated, and if the Student Teacher agrees to do so, the Cooperating Teacher notifies the College Coordinator who gives an evaluation form to the Student Teacher. The Student Teacher completes the form and mails it to the Cooperating Teacher. We never see the contents of the evaluations; they are strictly confidential and for the purpose of helping the Cooperating Teachers improve their supervisory techniques. The program is just beginning,

and last semester 20% of the 164 Cooperating Teachers in our program had themselves evaluated.

Supervision Courses and Stipends

CHUN: In order to enhance the effectiveness of the classroom teacher as a supervisor of OP students and Student Teachers, the Division Field Services offers three basic courses.

EDFS 410, *Supervision of the OP Student*, is a 2-credit course which covers basic guidelines for developing effective team relationships between the professional teacher and the OP student.

EDFS 420, *Supervision of Student Teaching*, is a 3-credit course which covers the principles and methods of supervision.

EDFS 430, *Advanced Supervision of Student Teaching*, is a 3-credit course for the Cooperating Teacher who wishes to further develop skills in clinical supervision, observation recording, analysis, and interpretation of classroom teaching.

Teachers are required to take a supervision course before they become a host teacher or a Cooperating Teacher. To encourage teachers to participate, we charge only a $25 registration fee for these courses. Each Cooperating Teacher also receives $500 for each Student Teacher, and a Host Teacher receives $125 for each OP student. Funding for these stipends is provided jointly by the Hawaii State Department of Education and the College of Education.

Student Teacher Handbook

SHIGEZAWA: In 1983, Ruth Kiehm, then the Director of Field Services, developed a handbook for our Student Teachers. Since then our faculty has continually upgraded the handbook. It contains valuable information, including the prerequisites for student teaching, how to register for student teaching, the requirements, and the evaluation procedure. Students are required to purchase the handbook, and the handbook is used in the student teaching seminars. Copies of all

of our handbooks are on this table, and after the presentation you are free to examine them.

Cooperating Teachers Handbook

KING: Our department has also developed a handbook for the Cooperating Teacher. It includes the expectations of our program (What are the responsibilities of the Cooperating Teacher and the Student Teacher?), the legal status of the Student Teacher in our schools (What happens if a Student Teacher falls and hurts himself on the job?), the procedural policies of our program (What happens if a Student Teacher misses school for two weeks?), and guidelines which help the Cooperating Teacher do a more effective and thorough job of supervision. The handbooks are especially helpful to the beginning Cooperating Teacher. When a crisis or need arises, the handbook is of invaluable assistance to the Cooperating Teacher. And it gives another message as well. It says, "We care about the Cooperating Teacher!"

College Coordinator Handbook

CHUN: We have also developed a College Coordinator's Handbook which contains a wide variety of information which can be helpful to the person who is coordinating Student Teachers, including: the roles and responsibilities of the Division of Field Services; expectations for faculty members; suggestions for the student teaching seminar; promotion and tenure information; and so on. The Handbook is especially useful for new faculty members.

ATE-HI Workshops

KING: The Association of Teacher Educators of Hawaii holds five meetings a year. Our goal is to have programs which complement and enhance our regular college program. During the past two years topics have included: Discipline; Lawsuits Against Teachers; Cooperative Learning; How to Conference with a Failing Student Teacher; and the Middle School.

Concluding Remarks

KING: We began our efforts to enhance the effectiveness of our Cooperating Teachers by asking a few basic questions. Let's review these questions to see how we have tried to answer them.

HOW can we entice more qualified teachers to become Cooperating Teachers? We have increased the stipend from $125 to $500 per semester and we have made recommendations for further increases. We have also tried to provide information to Cooperating Teachers to help them do a more satisfying job in helping the Student Teacher. We offer special courses for the aspiring to become Cooperating Teachers, and we have developed a Cooperating Teacher Handbook. In these ways we hope to attract more and better teachers to our program.

WHAT should Cooperating Teachers know in order to do a better job? To answer this question, we formed a Cooperating Teacher Advisory Committee which conducts surveys and needs assessments to determine the topics of our in-service workshops. We also hold monthly department meetings and once-a-semester retreats to discuss the Cooperating Teacher in-service program and other needs of the Cooperating Teachers.

HOW can we accomplish this huge task? Our first step was to gain the cooperation of the College of Education, the Hawaii State Department of Education, the University Faculty union (UHPA), the teachers union (HSTA), and the National Education Association. This partnership has provided us with the financial, organizational, and political support necessary for continuing and improving our program.

We next decided on a number of activities which would help us accomplish our goals for the Cooperating Teachers. These included the Cooperating Teacher Orientation meetings, the Mid-Semester Cooperating Teacher Seminars, our Faculty Retreats, and the ATE-HI meetings. We also developed handbooks for the Student Teacher, the Cooperating Teacher, and the College Coordinator. And finally, we developed courses for the Cooperating Teacher and Observation Participation Host Teacher.

WHO should do it? All of us. It took a cooperative effort of the entire department to accomplish the task.

Through such activities we believe we have significantly improved the overall effectiveness of our teacher training program. We hope you have enjoyed hearing about them. If you have any questions, we would be happy to try and answer them at this time.